DOCUMENT RESUME

ED 055 866 SE 012 502

TITLE	A Program for the Prevention of Drug Abuse, Kindergarten - Adult.
INSTITUTION	Carlisle Area School District, Pa.
PUB DATE	Aug 70
NOTE	28p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education; *Drug Abuse; *Drug Education; *Educational Programs; Elementary Grades; *Instructional Materials; Learning Activities; Secondary Grades; *Teaching Guides

ABSTRACT

This paper attempts to identify the school's responsibility and program with regard to drug education and the prevention of drug abuse among young people. The introduction provides a policy statement on drug education and lists seven areas of program responsibility the school should undertake. For elementary grades, K-3 and 4-6, a general overview is given followed by objectives, concepts, and suggested pupil-teacher activities to reinforce the concepts. The secondary units follow a similar format, but are developed for each grade level, seven through twelve. A proposal for a six week adult education program on drug abuse is also presented indicating format, personnel, materials needed, objectives, and course content. Lists of resource persons in a community, audio-visual materials, and a bibliography are appended. (BL)

ED055866

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A PROGRAM FOR THE PREVENTION OF DRUG ABUSE

Kindergarten - Adult

CARLISLE AREA SCHOOL DISTRICT
Carlisle, Pennsylvania

August, 1970

SE 012 502

A Policy Statement on Drug Education
Carlisle Area School District

Although the use and misuse of drugs have been an integral part of man's history, it is evident that drug abuse is more prevalent among young people today than at any other time in recorded history. The drug problem is a community issue and thereby becomes a community responsibility. As a community concern, many people and organizations–parents, churches, schools, and civic groups must share the responsibility for the prevention of drug abuse among young people. This paper identifies the school's responsibility and program with regard to drug education.

The fundamental objective of drug education is prevention; however, where there is evidence of drug abuse the program must be one of intervention as well. Schools must assume part of the responsibility for helping students grow to become happy, healthy and loving people. Students need to have a positive self image. The drug education program should include basic instruction with regard to drugs in grades K-12 and the program should be concerned with the medical use of drugs as well as with the problems associated with abuse. The drug education program must be based on sound knowledge of the physical, legal and social consequences of abuse.

Consideration should be given to the possibility that the primary deterrent to drug abuse may not be directly related to drugs. Some deterrents: are: interest and participation in school programs, a happy home, alternatives to drug use offered by the community, involvement in school and community issues, and sympathetic parents and teachers.

The approaches to drug education must be as different as the reasons that motivate students to turn to drugs. It is generally agreed that these motivations include pressure of the group, rebellion against parents, boredom, dislike of school or teachers, and misinformation about drugs. In order to meet the challenges presented by these motivations, it is the school's responsibility to:

1. Provide a drug education program in grades K-12 which emphasizes lucid fact-based information with an emphasis toward a forum for discussion in grades 10-12. The program shall provide not only an opportunity for pupils to examine the facts but also an opportunity for a discussion of value systems and motivations that underlie the use and misuse of drugs. The program will discourage experimental and recreational use of drugs.

2. Develop attitudes among teachers which reflect sincere concern and integrity which in turn will help them to gain the respect of students. As teachers become more empathetic toward youth and try to understand the problems and stresses of adolescence, it is to be expected that the teachers will be able to contribute more to the development of a sense of personal worth and dignity on the part of the students.

3. Provide the teachers with inservice programs which will enable them to be better informed about drugs and the reasons for which students turn to them.

4. Provide a comprehensive program of studies which reflects the needs of today's students and provides options to meet the various interests of different students.

5. Develop a total school climate which recognizes the individuality of each student and provides the opportunity for student involvement in relationship to the maturity of the student.

6. Establish a procedure for coping with students who either possess, use, sell or are under the influence of illegal drugs on school property or while involved in a school sponsored activity.

7. Cooperate with community agencies in an effort to develop a total community program for the prevention of drug abuse.

Approved by the Board of School Directors
September 17, 1970

Carlisle Area School District
School Policy as Applied to Student Use,
Possession, or Sale of Illegal Drugs on School Property
or While Involved in a School Sponsored Activity

1. The building principal is notified that a violation has or may have occurred.

2. If the principal agrees that a violation has occurred or may have occurred, he notifies the student's parents, the police, and the superintendent of schools in the order stated.

3. If a violation has occurred, the student will be suspended until a satisfactory agreement can be reached by the student, parents, and principal. The principal determines what constitutes a satisfactory agreement.

4. In the event that it is not certain that a violation has taken place, no action will be taken by the principal.

With regard to situations whereby a student is suspected of being under the influence of drugs, the principal will observe the situation to determine whether he wants to talk to the student. If drug usage is established, the principal will notify the student's parents and the superintendent of schools. A repetition of this situation will result in a suspension until a satisfactory agreement is reached by the student, parents, and principal.

In the event there is evidence that immediate medical help is needed, a nurse will administer first aid and call for a physician if necessary.

At all times a complete written record of the situation will be kept by the principal's office.

Approved by the Board of School Directors
September 17, 1970

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DRUGS AND NARCOTICS

Elementary

Overview:

The educational objective of a drug abuse program is the same whatever the level of instruction - elementary, secondary school, or college - to prevent the development of an actual drug abuse situation. To achieve this objective, it is imperative that the educator present his students with accurate information about the drugs in question. Educators should avoid preaching or moralizing, point on which addicts seem to be in general agreement. Such an approach can push a youngster toward drug experimentation - rather than make him give up the idea.

Obviously, the factors that lead to drug abuse are many and complex, and no simple explanation or clear-cut course of action will fit every situation. Flexibility in dealing with the problem may, therefore, be the key to successfully explaining it. Many youngsters can be dissuaded from drug experimentation if they are approached on the subject in a forthright way - an approach which will enable them to grasp the implications of abuse and to make sound decisions.

The elementary grades offer the first opportunity to present formal instruction concerning the principles of good health practices. The teacher should strive to develop an awareness that drugs and household chemicals have proper uses, but that their potentially dangerous nature demands the youngster's respect. If information is presented in a simple, forthright manner, a child will begin to understand the effects and dangers of the misuse of medicine, drugs and volatile substances.

The teacher's goal is to demonstrate, without preaching, that drug abuse is not smart - that the "pleasures" drugs may provide are transitory at best - while the dangers inherent in their use can damage one for a lifetime. Most youngsters appreciate frank talk which reveals, in a matter-of-fact way, what the dangers are - and that it is a sign of maturity to reject drugs rather than use them.

K-3

Objectives:

1. Each child shall be able to recite to the class one or more beneficial uses of medicine and one or more harmful effects caused by the misuse of medicine.

2. Each child shall be able to list or recite one or more reasons why labels are placed on medicine and drug containers.

Concepts	Suggested Pupil-Teacher Activities
Medicines designed to cure and prevent sickness can be dangerous when improperly used.	1. Have students relate their experiences with taking medicine. Why is it necessary to take a specific amount at a particular time? 2. Discuss why a doctor's prescription is necessary to obtain certain types of drugs. 3. Discuss the medicines that are kept in your home; their use or uses (using the supplied medicine cabinet). 4. Demonstrate various poison labels so that children will learn to identify them. 5. As a follow-up activity, have the children complete the coloring book. 6. View the recommended filmstrip or slides.
Physical hazards are posed by abuse of non-medical substances found in the home and garage.	1. Read warnings from labels on empty paint cans, cleaning fluids, glue tubes and household cleaners. Explain meaning to students. Solicit discussion. 2. Discuss the effects caused by the abuse of these substances on general health. 3. Demonstrate what should be done if, by mistake, any of these substances are ingested. 4. Have students discuss safety factors concerning these substances with parents and older brothers and sisters. Provide opportunities for the conversation at home to be further discussed in school.

5. Ask children if they are familiar with any stories in which drugs play a part. Have children discuss stories such as Snow White, Sleeping Beauty (filmstrips available) and others dealing with drug potions.

Objectives:

1. Each child shall be able to list or recite the common terms of drugs and narcotics as discussed in the class.
2. This program will attempt to develop the abilities for the student to resist the "follow-the-crowd" tactics.
3. The program will strive to prevent the development of an actual drug abuse situation.

Concepts:	Suggested Pupil-Teacher Activities
Under certain circumstances, following the crowd can be dangerous.	1. Discuss how great harm can result from "taking a dare" involving the use of unknown substances, candy from strangers, etc. 2. Dramatize a situation in which a student is urged, by his friends to take a dare. Discuss the consequences. 3. Have students write essays on the value and correct use of volatile materials and medicines when properly or improperly used, and the dangers of these substances. 4. Collect newspaper and magazine articles dealing with accidental poisonings, safe use of medicines, etc. Make scrapbooks or arrange articles as a bulletin board exhibit using the materials collected.

	5. Have students dramatize commercials for medicine emphasizing extravagant claims or dangers of improper use. Discuss the meaning of various terms used.
Decisions made early in life frequently affect our future.	1. Examine the physical and psychological effects of drugs and volatile substances when improperly used. Emphasize the immediate and long-range effects. 2. Discuss the effect of drug abuse on one's future.
The public is protected against medicines and products that might harm the individual.	1. Invite a local druggist to discuss the proper use of prescribed and patented medicines. Include the purposes of records and laws governing medicines. 2. Develop a display of container labels. Illustrate that they show the proper use of the products. 3. Briefly examine the purposes and activities of the Food and Drug Administration. 4. Have students make posters and/or bulletin board display concerning "drugs". 5. Install a question box in which students might submit problems for discussion.
Stimulants and depressants are present in many "common beverages".	1. List and discuss the effects of common beverages such as tea, cola drinks and coffee. Briefly introduce or review the effects of alcohol and cigarettes on the body (filmstrips available Eye Gate Series).

Regular practice and use of stimulants and depressants often lead to stronger drugs.	1. Discuss the habit forming effects of repetitive use of sleeping pills, tranquilizers, diet pills and other stimulants. 2. Discuss experimentation with drugs as the first step to regular use. 3. Show an appropriate film Drugs and The Nervous System illustrating drug abuse. 4. List and discuss the five categories of drugs: narcotics, sedatives, tranquilizers, stimulants and hallucinogens. Use Drug Identification Kit housed at IMC.

DRUGS AND NARCOTICS

Secondary

Grade 7

Drug education for this grade consists of participation in a Drug Education Seminar scheduled for the Fall of the year. This program will include a guest speaker from the medical or law enforcement area and a film which emphasizes the body's reaction to various drugs. After the formal presentation, the students w[illegible] meet in small groups for discussions to be led by teachers or community resource people.

It is to be expected that social studies classes for grade seven will include a study of drug abuse as part of current event topics.

Science classes also provide an opportunity to discuss the chemical effect of drugs on body tissues.

Grade 8 - Health Course

3 Weeks

Overview:

The junior high student should demonstrate the ability to distinguish between drugs, narcotics and other chemicals that, if improperly used, are potentially dangerous. It should be recognized that this level of development in a student is filled with uncertainity-a desire to be independent and yet to conform with the standards and modes of behavior of his peers. Because drug abuse seems to be part of the social behavior of some young people today, the educational program should attempt to develop a well-balanced individual who, because of his drug awareness, will learn to handle the drug problem wisely.

Objectives:

1. The student shall contrast the benefits of medically prescribed uses of drugs with the dangers involved with the misuse of drugs.
2. The student shall list the factors which contribute to drug abuse.
3. The student shall be able to write the basic federal and state laws which govern the use, possession, and sale of drugs and narcotics.
4. The recognition of a need to develop well-adjusted personalities will be demonstrated by students' positive approach to problem situations.

Concepts:	Suggested Pupil-Teacher Activities
Drugs have always been useful and valuable to man.	1. Examine drug usage by ancient societies. 2. Investigate current uses of drugs, narcotics, patent medicine, etc. by pupil research in newspapers and magazines. 3. Discuss use of drugs in the treatment of diseases by pupil research in epilepsy, sugar diabetes, heart disease, etc.

There are five principal categories of drugs and other chemical substances that are most often abused.	1. Using the pamphlet, Facts and Fantasies About Drugs, students will study and discuss the classification of drugs and be tested on their knowledge. 2. Prepare a resource table for pupil use throughout unit. 3. Discuss definitions used in relation to drugs.
Drugs affect individuals in different ways.	1. Discuss special hazards and precautions necessary when taking drugs. 2. Discuss drugs that may be beneficial to one person and yet harmful to others (penicillin). 3. Describe and discuss what to do when unexpected reactions to drugs occur (aspirin in infants, etc.). 4. Have students collect current articles describing drug misuse, overdose, or reactions.
There are inherent dangers in the indiscriminate use of any drug.	1. Discuss differences between psychological and physical dependency. 2. Filmstrip - Drug Abuse Glue Sniffing and Pills Marijuana and L.S.D.
The motivation which leads to individual experimentation with drugs varies among individuals.	1. Form "Buzz" groups to discuss and draw conclusions to the following: a. What are some reasons why people use drugs? b. Is there a relationship between drug abuse and one's environment? 2. Have students read personal accounts of lives of addicts. Have them look for behavior patterns (resource materials).

Drug abuse causes problems for the individual and society.	1. Discuss social effects on drop-outs, loss of jobs, automobile accidents and delinquent behavior. 2. Discuss the legality of drugs within the community, state and federal areas.
Decisions made early in life frequently affect our future.	1. Discuss how a teenager can develop a well-adjusted personality (review from previous unit). 2. Discuss the alternatives to drug usage: a. Complete avoidance except under doctor's care. b. Adopt sound mental health habits. c. Consult and ask for professional help. 3. Film <u>Marijuana</u>
Society has duties to the individual and the individual has certain responsibilities to the society in which he lives.	1. Discuss the question: What is wrong with taking any drug I want as long as I do not hurt anyone else by doing so? 2. Discuss what one can do to help prevent the spread of drug misuse.

Grade 9

These students are included in the Drug Seminar program for the Fall of the year. Each student will hear a speaker from an institution for addicts, will see a film depicting the autobiography of a former addict, and will have the opportunity to participate in small group discussions.

Ninth grade civics classes, required of all students, include a unit in which the legal aspect of drug violations is emphasized.

Grade 10 -Family Living Courses

4 Periods

Objectives:

1. Demonstrate a knowledge that medically prescribed drugs can and will contribute to long range good health for mankind.
2. Discover and interpret the factors which contribute to drug use and/or abuse.

Concepts:	Suggested Pupil-Teacher Activities
The pathway leading to drug abuse varies.	1. Investigate the social, emotional, economic and cultural background which frequently influences drug use and abuse. 2. Use the film <u>The Riddle</u>.
There are many beneficial values of properly used drugs.	1. Investigate the current research of professional organizations concerned with the beneficial effects of anesthetics, antibiotics, tranquilizers, amphetamines, narcotics, hormones, antihistamines, hallucinogens and others.
Pharmacology plays an important role in drug abuse.	1. Invite a state policeman to discuss law enforcement and drug abuse. Relate to private citizens practicing self medication. 2. Investigate the accelerated side effects of combining drugs with alcohol and other drugs. 3. Use the filmstrips: <u>Psychedelics</u>, <u>Stimulants</u> and <u>Sedatives</u>.
To receive the maximum beneficial effects from drugs it is necessary to use them as medically directed.	1. Discuss the statement "take double the prescribed dosage and get well twice as fast." 2. Invite a local doctor to discuss overdose and how it may lead to habituation, addiction and death.

Examine other effects such as hallucinations, disequilibrium, dizzyness, nausea, stupor and organ tissue damage.

3. Use the pamphlet: "Drug Abuse A Dead-End Street".

Grade 11

Participation in the Drug Seminar make up much of these students' experiences of becoming more knowledgeable about drugs.

The Safety Course, required of all juniors, contains emphasis on drugs and driving. It also emphasizes the potential danger of drugs combined with alcohol.

The eleventh grade student also has an opportunity to discuss the historical, sociological, and psychological aspect of drug abuse in their required and elective social studies courses.

Grade 12 - Health Course

3 Weeks

Objectives·

1. The student shall list and discuss the factors which lead to drug abuse.
2. The student shall be able to write the basic federal and state laws governing the use, sale and possession of drugs and they shall be able to relate the need for such laws to today's social scene.
3. The student shall list the long-range effects of drug abuse medical, social, mental, national, local and employment.
4. The student shall compare and contrast the various opinions as to the treatment of drug abuse.

Concepts:	Suggested Pupil-Teacher Activities
Drug abuse causes problems for the individual and society.	1. Discuss the social effects of drug abuse on delinquent behavior, social dropout, loss of job, accidental poisoning, motor vehicle accidents and family life. 2. Discuss and report on the development of narcotic addiction in newborn children. 3. Discuss the idea regarding drug addiction as an illness as opposed to criminal activity. 4. Use filmstrips: <u>LSD - The Acid World</u> <u>Marijuana - What Can you Believe</u> <u>Narcotics</u>
The treatment of persons using or addicted to drugs is difficult and complex.	1. Have students investigate the many approaches taken to treat drug abuse. Examine methods used in the United States such as imprisonment, hospitalization (with medical and psychological services), institutional counseling, community surveillance, case-work, and mutual aid organizations for ex-addicts.

	2. Investigate the treatment programs at federal rehabilitation centers.
Control of drug abuse is difficult.	1. Investigate and discuss the three federal narcotic statutes and the medical narcotic classification system. 2. Review and discuss the Pennsylvania Drug, Device and Cosmetic Act. 3. Chart the distribution points for drugs from manufacturer to user. Discuss how drugs arrive on the illegal market. 4. Invite an appropriate official to discuss current state, national and international controls of drug use. (District Attorney)
Years of research, testing and continuing quality control are needed before certain drugs may be used by the general public.	1. Have students research and report on the development of drugs such as thalidomide, krebiozen, Salk and Sabin vaccines and L.S.D. 2. Have students develop a bulletin board showing the steps or progression required by the Food and Drug Administration for acceptance of new drugs.
Federal, state and local governments play a significant role in drug production, drug traffic and drug use.	1. Do research and report on government control of drug production, drug traffic, and drug use. 2. Debate: "Does the government have the right to control drug use by the private citizen?" 3. Debate: The "English" System of addict rehabilitation versus methods used in the United States.

Drug use has a detrimental effect on the economy of the nation.	1. Research and report on the narcotics traffic from the origin to the user. Emphasize the financial aspects of narcotics traffic. 2. Research the man-hours lost, effect on the gross national product and individual losses due to illegal drug use. 3. Examine the role of the underworld in illegal drug traffic. 4. Investigate the involvement of drug users in acts of crime.
The dangers of drug abuse extend beyond both the psychological and physiological limits of man.	1. Demonstrate the fact that direct or indirect drug abuse can become an important factor in one's acceptance or rejection by medical schools, law schools, graduate schools, government agencies, private industry and general employment.

ADULT EDUCATION

A Proposal For An Adult Education Program On Drug Abuse

Class size: Maximum of 30 adults - If more than this apply, simply run more than one class or offer the course several times during the semester.

Duration: Six sessions, each running about an hour and a half

Personnel There will be a host instructor plus resource people from the community and state services. Our resource people include police, officers, physicians, lawyers, ministers, social workers, and interested lay people. Most of the individuals noted in the outlined program have committed themselves as of this writing.

Format: The instructor or resource individual will keynote each session with an informal background talk. This is to be followed by a question and answer period with the class responding. Following this exchange, we shall show a film or filmstrip on the night's topic; and, in conclusion, we will issue a relevant pamphlet or written statement to each member of the class.

Materials The published materials and the audiovisuals are either already in hand or have been ordered for purchase or for borrowing. Some transcribing or copying remains to be done.

Objectives

Identify, list, and compare the variety of narcotics, dangerous drugs, and volatiles.
Compare and contrast the effects of stimulants and sedative drugs on the body and bodily functions.
Discover and interpret the factors which contribute to drug use and/or abuse.
Demonstrate a knowledge of the laws governing drugs and narcotics and evaluate the legal application to contemporary society.
Make known the agencies and referrals systems available to those in need.
Offer sensitivity instruction on preventive measures and advance suggestions to help those already using or experimenting with some form of drugs.

Week of October 5 — Introduction

I. Pass out and discuss the course syllabus.
II. Issue and go over teacher-prepared materials taken from two articles, "Patterns of Drug Use" and "Reasons for Drug Use: Casual and Chronic." This material comes from a booklet Drugs And The Young published by Time Education Program, Rockefeller Center, New York, 10020.
III. Films: Bridge to No Where (28 minutes) and/or Drugs and the Nervous System (about 18 minutes)

Week of October 12 — Drugs and the Law

I. Panel: Local Policeman, Attorney, and a representative from the probation office
II. Question and answer session
III. Issue pamphlet "Youth and The Law" published by the Dauphin County Legal Service Association.

Week of October 19 — Narcotics: Opium Derivatives

I. Background statement by a physician
II. Question and answer session
III. Filmstrip: Narcotics by Guidance Associates
IV. Issue pamphlet "Narcotics: Some Questions and Answers" published by the National Institute of Mental Health.

Week of October 26 — Downers and Uppers

I. Background statement by a physician
II. Question and answer session
III. Filmstrip: Sedatives and Stimulants by Guidance Associates
IV. Issue pamphlet "The Up and Down Drugs" published by the NIMH.

Week of November 2 — Marijuana - LSD

I. Panel local minister, student-user, psychologist
II. Question and answer session
III. Filmstrip: Marijuana: What Can You Believe by Guidance Associates
V. Issue pamphlets "LSD: Some Questions and Answers" and "Marijuana: Some Questions and Answers" published by NIMH.

Week of November 9 Coping With The Problems

I. Representative from Tri-county Mental Health or representative from the Pennsylvania Department of Health

II. Question and answer session

I. Issue copies of "Teaching About Drugs" and A Federal Source Book: Answers to the Most Frequently Asked Questions about Drug Abuse both published by the NIMH.

Resource Persons In Community

1. Carlisle Borough Police Department - contact: Mr. William Lamason
   telephone 243-5252

2. Carlisle Hospital Staff - contact: Dr. Joseph E. Green, III
   telephone 243-3944

3. Carlisle School District - contact: School Nurses
   School Guidance Counselors
   Dr. Gloria McDowell - I.H.S.
   Mr. David Heckler - I.H.S.
   Mr. Richard Ocker - Crestview
   Mr. James Bowers - S.H.S.
   Mrs. Patricia Crabey - J.H.S.
   Mrs. Linda Gibbons - Bellaire
   Mr. Wayne Sweger - Bellaire
   Mr. Charles Bassett - Crestview

4. Community Drug Committee - Teaching cadres - contact:

   Rev. James Ferguson
   telephone 243-3653

5. Cumberland County Bar Association - contact: Mr. John B. Fowler, III
   telephone 249-1626

6. Cumberland County District Attorney's Office - contact:

   Mr. Jacob Sheely
   telephone 249-1133

7. Cumberland County Probation Office - contact: Mr. Irvin Groninger
   telephone 249-1133

8. Pennsylvania Department of Health - contact: Dr. Catherine B. Hess
   R. D.#1, Boiling Springs
   telephone 258-6700

9. Pharmacist - contact: Miss Carol Evans (Rea & Derick)
   telephone 243-1351

10. Phychologist - contact: Dr. Richard Wanner
    telephone 243-5121 or Dr. Stephen Costlett
    telephone 243-6717

11. Tri-County Mental Health Association - contact Mr. Robert Goril
    telephone 233-0893

Audio-Visual Materials

Drug Education Units
Grades 1-12-Adult

Films:

Grades 5 and 6 - Drugs and Your Nervous System
(Housed in Drug Kit for Intermediate-elementary grades)

Grade 8 - Marijuana
(Rental free - Bailey Films)

Grade 10 - The Riddle
(Rental free - J.J. Lilly Co.)

Grades 9 - 12 - Flore Fisher
(part of Drug Seminar program)

Adult - Distant Drummer Series
(rental free - Pa. Medical Society)

Drug Abuse - Everybody's Hangup
($5.00 loan - N.E.A.)

Filmstrips:

Grades 1 - 3 A Visit to Your Druggist
(Housed in Drug Kit for primary-elementary grades)

Grades 4 - 6 Narcotics, Alcohol, Tobacco
(Housed in Drug Kit for Intermediate-elementary grades)

Grade 8 Drug Abuse - Glue Sniffing and Pills
Drug Abuse - Marijuana and LSD
(Housed in Jr. High School Health Classrooms)

Grade 10 - Psychedelics
Stimulants
Sedatives
(Housed in Family Living classroom of I.H.S.)

Grade 12 LSD - The Acid World
Marijuana - What Can You Believe
Narcotics
(Housed in Health Classrooms in S.H.S.)

Books and Booklets:

Grade 6 Man, Pain and Drugs
Decision
(Housed in Drug Kit of intermediate-elementary grades)

Grade 8 Drugs - Facts and Fantasies
(Housed in Health Classrooms of J.H.S.)

Bulletin Board Displays:

"Dial-A-Drug"
(Housed in Health Rooms of J.H.S., I.H.S., and S.H.S.)

Teachers' Resource Book

Answers to the Most Frequently Asked Questions About
Drug Abuse
(Distributed to all professional personnel)

Drug Identification Kit - leather bound case displaying all the drugs
(Housed in IMC)

Tapes

"Hard Drugs"
"Hallucinogenic Drugs"
"Ups and Downs"
"Marijuana"
(Housed in I.H.S. Guidance office - good for individual counseling of secondary students)

Pamphlets

LSD
Marijuana
Narcotics
Ups and Downs
(Available for resource tables in grades 6, 8, 10, 12 and all school libraries)

Slides

"Drug Abuse" - 77 slides with accompanying text on tape - adult use (housed in office of Chairman of Health Department, I.H.S.)

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